

English

Reading

Identify themes and conventions in a wide range of books.

Discussing words and phrases that capture the reader's interest and imagination.

Drawing inferences such as inferring characters’ feeling, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than 1 paragraph and summarising these.

Writing—Fiction Story, Fact File, Myths and Legends, Poetry

Focussed Texts: The Girl and the Dinosaur, The Big Book of Bones

Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.

Draft and write by: organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices.

Proofread for spelling and punctuation errors.

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

Using conjunctions, adverbs and prepositions to express time and cause

Maths

Children will learn to:

count from 0 in multiples of 100; find 10 or 100 more or less than a given number

recognise the place value of each digit in a three-digit number

compare and order numbers up to 1000

identify, represent and estimate numbers using different representations

read and write numbers up to 1000 in numerals and in words

solve number problems and practical problems involving these ideas.

add and subtract numbers mentally, including:

- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds

add and subtract numbers with up to three digits

estimate the answer to a calculation and use inverse operations

solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

write and calculate mathematical statements for multiplication and division using the multiplication tables that they know solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects.

draw 2-D shapes, and make 3-D shapes using modeling materials; 3-D shapes in different orientations and describe them

recognise that angles are a property of shape or a description of a turn

identify right angles, recognise that two right angles

make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

French

Listen attentively to spoken language and show understanding by joining in and responding.

Develop accurate pronunciation and intonation of familiar words and phrases

Topics include

- French greetings and introductions

- Counting to 10

Physical Education

Swimming—First half term at Tiverton Leisure Centre

Multisports— Improve on their travel in different ways with confidence and control and sending and receiving objects

Religious Education

What do Christians learn from the Creation story ?

Explore the links between Genesis 1 and what Christians believe about God

The Romans Class

Art

Artist Focus—Gaudi

Children to develop their use of collage and mosaic skills to create Roman themed artwork.

Use observational drawing to study architecture from the Roman period as well as Gaudi’s own.

Computing

Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE– Jigsaw Unit -Being me

History—NC objectives

Use a range of sources to find out about the past.

Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.

Regularly address and sometimes devise own questions to find answers about the past.

Begin to undertake their own research.

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

Understand that a timeline can be divided into BC (BCE) and AD (CE).

Explain how people and events in the past have influenced life today.

Identify key features, aspects and events of the time studied.

Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Start to present ideas based on their own research about a studied period.

Activities include:

Comparing everyday life in Ancient Rome to modern life through artefacts and model making

Studying the eruption of Mount Vesuvius - links to **Geography** when studying how volcanoes work

Design and Technology

Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of tools and equipment to perform practical tasks.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Activities:

- Pulleys and Levers—creating interactive books featuring a story we have written in English

Science—Shining the Light, This Planet Rocks

Children will be taught to:

recognise that they need light in order to see things and that dark is the absence of light

notice that light is reflected from surfaces

recognise that light from the sun can be dangerous and that there are ways to protect their eyes

recognise that shadows are formed when the light from a light source is blocked by an opaque object

find patterns in the way that the size of shadows change

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter